

COMD Disorders of Articulation and Phonology

SCHEDULE: T TH 1:30-2:45
CLASSROOM: HYPER 118
INSTRUCTOR: Dr. Sandi Gillam
Phone (office): 797-1000
email: sandi.gillam@usu.edu

Office Hours: T TH 11:00-12:00

Disability Accommodations: Anyone requesting disability accommodations should see me.

COURSE PRE-REQUISITES: COMD 3500 and Phonetics

Course Description: Study of normal phonological, articulatory development, etiology, systems of diagnosis and treatment of disorders of articulation and phonology and problems in research.

Required Texts:

Bleile, K. (2007). *Manual of Articulation and Phonological Disorders: 2nd Edition*. Singular Publishing.

Required Readings: You are expected to be prepared for class. Part of that preparation is reading. Your reading assignments provide you with background in order to understand and participate in class discussions. Failure to prepare for class affects the pace of the class, and the learning environment as a whole. Your required readings are included with each topic of discussion. I may add readings as we progress through the course. Any standardized, computerized, or criterion referenced assessment that we address in class should be considered a part of your required reading materials.

ATTENDANCE:

Consistent attendance reflects professionalism. If an absence is unavoidable, students are responsible for getting any assignments, information, notes, etc from a colleague. If an exam or class presentation is missed due to illness or emergency, the instructor should be notified as soon as possible and documentation should be provided. If you do not contact me prior to your absence, for those absences that you know you will accrue during the semester, or if you fail to contact me with a reasonable amount of time after an unavoidable absence, you will not be allowed to make up an exam, quiz, assignment, or presentation.

Course Objectives:

1. To develop knowledge regarding the etiologies, characteristics, prevention, assessment and intervention of articulation and phonological disorders in children.
2. To develop knowledge of development, philosophical issues, current models, diagnostic and intervention procedures in phonological and articulation disorders.
3. To obtain knowledge of standardized, non-standardized, dynamic and computerized assessments in phonology.
4. To obtain knowledge concerning diagnosis and intervention with phonology and articulation disorders in children throughout their developmental progression (pre-linguistic, emerging, developing language/phonology, school age, adolescent).
5. To acquire knowledge and clinical skills in diagnosis and evaluation of children and adolescents from differing cultural backgrounds as well as the ability to modify current standardized testing procedures to provide culturally relevant assessments.
6. To acquire knowledge and clinical skills in procedures for preparing and interpreting diagnostic reports for phonologically impaired and/or articulation disordered.

Course Requirements/Evaluation

Assignments

1) Administer and score one articulation test (i.e., Goldman Fristoe) and one phonological assessment (i.e., HAAP) and turn in your protocols. You are responsible for locating a child to test. Ages 3 – 8. **Each** one is worth 50 points.

The protocols must be **completely filled out** and **all responses** transcribed phonetically even if the responses are 100% accurate. This gives you necessary transcription practice. Transcribing disordered speech is much more difficult than transcribing typical speech. In addition to transcribing each response, you are expected to **score the test** and **fill out the information** requested on the protocol in its entirety.

You must check out the tests from the clinic and there are many of you. Don't wait until the last minute when the tests are checked out and the children have all gone home for the semester to do this project. A supervisor or myself must sign the test out to you, and you must wait until the end of the day to check it out (unless you are testing the child in the clinic). You must have it back first thing the next morning and/or as soon as possible.

Quizzes

You will have **3-4 unannounced quizzes** that will cover reading material (chapters & outside reading, websites) 25 points each. Your first quiz will be over distinctive features (i.e., transcription, phonetics...) so you may want to review your class in phonetics before the 2nd class period (hint, hint).

Exams

Quizzes – 100 points
Standardized Tests – 100 points
Exam 1 – 100 points
Exam 2 – 100 points
Exam 3 – 100 points
Final – 100 points

Total points possible - 600

Grading

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = below 60

The Academic misconduct policy of the University will be followed.

HONOR CODE: Every student is expected to abide by the honor code as established at Utah State University.

*The schedule is tentative. We will move as quickly or as slowly as we need to in order to cover the material effectively.

January 8 First day of class – ***Review syllabus and course requirements***

January 10, 15, 22, 24, 29, 31

Topics: Orientation, Basic Concepts & Terminology, distinctive features, speech sounds, suprasegmentals, modification of symbols, Screening and Assessment, phonetic inventories, error patterns, consonants and consonant clusters, dialect, acquisition strategies

Reading:

Bleile Ch. 1, 2

I have started some “flashcards” for the vocabulary beginning on page 20 of your book as an example. I recommend you make use of this free website to prepare for your first exam.

<http://www.proprofs.com/flashcards/>

January 17 No Class

February 5 Exam 1

February 6, 7, 12, 14, 19, 21, 26, 28, March 4

Phonological processes, Analysis, measures of severity and intelligibility, developmental age norms, better abilities, related analyses, Treatment principles, goals, treatment targets, administrative decisions, assessing treatment progress

Phonological processes

Bleile, Ch. 3, 4

March 6 Exam 2

March 11, 13, 18, 20, 25

Facilitative Techniques, bombardment, increasing awareness, facilitating syllables and words indirect and direct techniques, apraxia

March 18 – standardized tests due

Bleile, Ch. 5

Davis, B., & Velleman, S. (2000). Differential diagnosis and treatment of developmental apraxia of speech in infants and toddlers. *Infant Toddler Intervention: The Transdisciplinary Journal*, 10, 177-192.

March 27 Exam 3

April 8, 10, 15, 22, 24

Options in Assessment and Treatment; Specific programs for articulation/phonology, oral motor programs & phonological awareness

April 17 – No Class

Bleile Ch. 6

Kamhi & Pollock – Ch. 14 – Miccio “A treatment program for stimulability” pp. 163-174

Classroom phonology

Lof, G. (2006). Logic, theory and evidence against the use of non-speech oral motor exercises to change speech sound productions. Paper presented to the ASHA convention, Miami, Florida.

Rvachew, Nowak, & Cloutier (2004). Effect of phonemic perception training on the speech production and phonological awareness skills of children with expressive phonological delay. *AJSLP*, 13, 250-263.

Williams, L. (2000). Multiple oppositions: Case studies of variables in phonological intervention. *AJSLP*, 9, 289-299.

Dates to remember

No Class – January 17, April 17

Standardized Tests due – March 18

Exam 1 – February 5

Exam 2 – March 6

Exam 3 – March 27

Final during regular schedule: April 28 – May 2
